

DeSales University
Instructional Technology Specialist Certificate Program –
Internship Final Report Form

2011-2012 School Year: November 6-December 3, 2011

Now that the first marking period has concluded, I am teaching a new group of students in my Computers 5 class. Since I already have a scope and sequence of projects organized for this course, I no longer have to prepare brand-new activities; however, I have been working on tweaking the lessons I taught during the first nine weeks of the school year. For example, I have already changed the order in which I introduce projects developed to teach students how to use a variety of features in Microsoft Word. I also added a few more assignments associated with Big Huge Labs. On the other hand, I have continued to create new activities for my Multimedia class. Some of these include a Wordle project involving the creation of word clouds based on a current event, favorite poem and a famous American speech. Students then learned how to utilize a Wordle in a variety of ways. For instance, they were shown how to print a PDF from the Web 2.0 site, how to incorporate a Wordle into a Word document and Power Point slide, and how to use Paint to crop and save a Wordle from the print screen function. Next, students learned how to customize photos, clip art and animations by experimenting with an assortment of templates on the Image Chef site. They extended the skills acquired from this project to create a mixture of digital activities on the Big Huge Labs site – magazine covers, trading cards, movie posters and ID badges to name a few. I also began blogging with students through the use of Edmodo. The first writing activity focused on completing a poll and then discussing a favorite Multimedia project. Secondly, students responded to a visual writing prompt I obtained from a Tumblr writing blog. Using this writing prompt concept, students created their own using Power Point and Paint. These images were then uploaded to Edmodo so that students could comment

on their classmates' thoughts on a particular topic. Finally, students created a new wiki page for each of the aforementioned projects by uploading files and/or embedding finished projects. A title for each page was also created using one of the following text generators: Sparklee, Supalogo or Flaming Text.

Working in three different computer labs on a daily basis has allowed me to continue troubleshooting minor issues and performing necessary maintenance on all printers. I also assisted the technology department with managing the HP JetAdmin Print Managing Tool. We checked the network printers for any issues, previewed software and/or firmware updates, conducted the necessary updates, and purged various jobs from the queue.

Professional development included a Big Huge Labs session for the Practical Arts Department – a training that was requested by the Department Chairperson. Six middle and high school teachers attended this training held during homeroom.

I once again supported a number of teachers from all three building levels with the creation and implementation of technology integration projects. From “Fakebook” to Glogster to Paper Slide videos to Wikispaces B-A teachers and I collaborated to develop ways for students to demonstrate knowledge using 21st Century skills. Other teachers requested assistance with the use of the Tumblr Writing Prompt blog, Study Island, Wordle, Outlook, Qwiki, Audacity, Any Video Converter, Microsoft Expressions and the National Geographic Xpeditions web site while some needed technical help with downloading digital pictures, creating student permissions for the network and streaming Discovery Education videos. I also continued to provide teachers with additional resources via the “Tech Tip of the Week”. Lastly, I worked with the high school newspaper advisor and his students to develop a way in which all members of the B-A

community could digitally access past and future editions of their publications. Web tools such as Wikispaces, QR Codes and Yudu were recommended and then utilized for the project.

The Technology Club turned its attention from the Flight 93 Project to accomplishing a variety of other missions – the creation of multimedia presentations featuring our undefeated junior high girls' basketball and football teams as well as a video highlighting a middle school community service project while some students continued to tweak the Altoona Symphony Orchestra and "Stockings for Soldiers" projects. In addition to these endeavors, the students assumed full responsibility for organizing and producing the middle school announcements on a daily basis. Not only did they operate all equipment necessary for broadcasting the program, but they also became responsible for creating slides containing information and graphics that needed to be conveyed to students each morning. These slides were then projected and used as the background of the news. Throughout the transition process, the students and I took videos and pictures of the changes and progress made. This media was utilized to create a "Morning Announcements Makeover" video and digital poster – both of which were presented to the Bellwood-Antis School Board and administration at the November meeting. Students finalized movie trailers about the district's athletic programs. A meeting was scheduled with "The Crowd" web developers to learn how to update these video to the web site. Tentative plans were also made to officially launch the site to the public.

Besides helping the technology department with Internet filtering issues and updates on the WSUS server, I assisted with the installation of an interactive whiteboard in a Special Education classroom. I also worked on researching items for the 2012-13 technology budget

I met and communicated with the BASD administration, the technology coordinator/my

DeSales University mentor and/or my DeSales University supervisor to discuss and/or evaluate the progress of my instructional coaching action plan as well as my internship.

See Instructional Technology Coaching Updates for time earned on tasks explained in this report.

Reflective Analysis

Task 1: Professional Development

The jobs I performed in order to complete Task 1 on my Internship Proposal included providing technology integration professional development. This goal was achieved primarily by coordinating, developing and facilitating training sessions for K-12 teachers in the Bellwood-Antis School District. Some topics included “Cool Tools for the 21st Century Classroom”, Big Huge Labs, Popplet, Photo Story and Paper Slide videos. In addition to the professional development I offered at my school district, I also had the chance to share ideas, projects and activities with Saint Francis graduate students, Penn State University interns and approximately 60 teachers from Intermediate Unit 1 at an event entitled “Techapalooza II” held at California University of Pennsylvania. Beside the aforementioned, I also provided teachers with a “Tech Tip of the Week” which was shared via email with all Bellwood-Antis teachers as well as teachers and instructional coaches throughout Pennsylvania, Maryland, New Jersey and Georgia. These suggestions were then archived on a Technology Integration wiki I developed. All of these opportunities not only allowed me to grow professionally, but they gave me a platform to share my ideas regarding the importance of engaging students in the learning process with Web 2.0 tools, application and other software.

Task 2: Instructional Technology Coaching

The jobs I performed in order to complete Task 2 on my Internship Proposal were numerous. From researching various technologies/approaches that both enhance curricular content and suit individual teaching styles for K-12 faculty members to offering suggestions regarding what Web 2.0 tools, and/or equipment might best benefit students, I met with a wide range of elementary, middle school and high school teachers to co-plan and/or co-teach technology-related lessons and activities. I also regularly provided feedback to teachers regarding the effectiveness of technology activities as well as the necessary technical support required to incorporate software and applications into the curriculum. When I was unable to meet with teachers in a face-to-face situation, I communicated with them and/or shared information and resources via email, my Wikispace and/or district servers. Furthermore, I assisted teachers with the analysis of PSSA testing and/or Benchmark Assessment testing results and helped them use this data to make informed decisions regarding the use of technology to promote student achievement. Lastly, I developed and implemented an instructional technology action plan which was aligned to the goals and strategies related to Staff Development found in the Educational Technology Section of the Bellwood-Antis School District Strategic Plan. These documents were used as a guide to determine the effectiveness of the district's instructional technology objectives.

Even though my time as an instructional technology coach was decreased this school year, I feel as though I have been able to maximize the opportunities I did have available in order to further our goals of preparing students for an ever-changing technological society. The professional development session have been successful and the idea of having teachers complete

a “Ticket Out the Door” at the conclusion of each training has helped me focus my efforts on the teachers who are most interested in learning how to incorporate technology into the curriculum.

Task 3: Interactive Whiteboard Installation

Assisting with the actual installation of an interactive whiteboard was a first for me. Not only did I help gather all materials and tools needed to mount the equipment, but I participated in each step of the process: Determining proper measurements for the installation, retrofitting wall brackets in order to meet classroom specifications, mounting all required hardware to hold the interactive whiteboard in its proper position, and hanging the instructional tool on the brackets once all hardware was in place. I also measured and marked ceiling tiles for proper installation of the power source and mounts needed for the corresponding projector. We even cleaned our work space!

Installing an interactive whiteboard seemed like a daunting task to me. Although I am somewhat mechanically inclined, I have heard several horror stories regarding the unexpected circumstances our technology and maintenance departments have experienced since we began upgrading our classrooms with modern technology. However, after spending an afternoon with our technology coordinator, I feel confident as I gain more familiarity in this area, I will one day be able to purchase, plan for and install an interactive whiteboard myself. Of course, I had an excellent mentor! Having this opportunity also allowed me to learn the importance of building design related to the 21st Century classroom. Due to a lack of insight when our building was remodeled, we now face a situation in which different materials are needed even when installing similar equipment into a classroom – circumstances that require planning ahead for the unexpected. For example, we not only had to order custom parts to retrofit the interactive

whiteboard into one particular special education classroom, but we also had to modify this equipment with heavy duty power tools in order to actually use it!

Task 4: Middle School Technology Club

My most favorite internship task involved the organization and supervision of a Middle School Technology Club. What began with a few students experimenting with software has now grown to nearly 20 students. This group meets daily to use their newly acquired knowledge of Web 2.0 tools, applications and equipment to create variety of technology-related projects (videos, bulletin boards, posters, banners and flyers) to highlight student, school and district-wide activities. In addition, students have begun to assist teachers with the set-up of equipment for classroom lessons as well. When they are not consumed with developing multimedia projects, the students work on maintaining a Wikispace that is utilized as a digital portfolio. Lastly, we designed a “Tech Kids” t-shirt which will be worn to an upcoming field trip to a local TV station.

Forming the Technology Club has been one of the most rewarding experiences of my teaching career. I thoroughly enjoy teaching these students new technology skills and then watch them use this knowledge to create an assortment of projects. Seeing the look on their faces each time they have the opportunity to share their inventions with a wider audience is priceless. Their excitement and eagerness to learn has been contagious! In fact, I look forward to working with them each day!

Task 5: "The Crowd" Web Site

This duty involved working in conjunction with three local web developers to organize, supervise, and manage "The Crowd", a high school web-based project/pilot program in which students created various forms of media to promote and highlight district-wide sports programs. Although the concept of assisting students with the development of an online presence for Bellwood-Antis athletic teams is a fabulous one, I discovered that finding reliable and responsible teenagers to actually carry out the mission of the project was extremely difficult. Despite the difficulties I routinely encountered with inspiring students to follow through with their commitment to the project, I was able obtain some content (pictures, movie trailers and fact-based articles) for the web site. Therefore, the designers and I have continued to communicate and meet on a regular basis in the hopes of fulfilling this dream.

Task 6: Computer Course Instructor

My contract for the 2011-12 school year involved teaching Grade 5 Computers and a High School Multimedia Course. While doing so, I was also charged with the responsibility of rewriting the entire curriculum of these courses to reflect the use of current and/or emerging 21st Century Tools. Since being hired as a Classrooms for the Future instructional technology coach four years ago, I have been fortunate enough to have a multitude of training and exposure to technology integration. Even though I was able to utilize this knowledge to assist my colleagues with the incorporation of tech-related projects and lessons into their classrooms, I had always hoped I would one day have the opportunity to teach my own computer course. That chance presented itself this summer, so I have worked endlessly since then to develop lessons that expose students to a generation of online technologies that can be utilized for academically

rigorous, relevant and engaging learning. In addition, I focused on using collaboration and communication tools with educational methods that promote 21st Century learning skills – such as creativity, teaming, interpersonal skills, interactivity and the effective use of real-world tools – to ensure students have the abilities students needed in order to achieve success in a global society. Through regular feedback I request from my students, I can make the assumption that they are becoming tech savvy while completing a wide range of meaningful activities. Even though revamping two curricular areas at once has been quite challenging, the results I have achieved thus far have been very rewarding! The student products displayed on my classroom wikis are evident of this notion.

Task 7: Bellwood-Antis Middle School Morning Announcements Program

One of the complaints my colleagues have had over the years was the lack of a quality morning news program. In order to rectify this situation, I volunteered my Technology Club for this major initiative – a proposal they accepted wholeheartedly! Throughout the first six weeks of school, we devised a plan to completely revamp the current broadcast. We rearranged the studio, created an ever-changing slideshow that is utilized in the background, learned to operate all equipment associated with the production (camera, TV, microphones, computers, sound system), and even held a contest to officially name the production. We finally launched the brand-new program in mid-October and haven't slowed down since! I meet my students every day at 7:30 a.m. to begin setting up for the broadcast. Not only do they arrange and test all equipment, but they also meet with the news anchors each morning to rehearse the announcements and to synch this information with background slides. Once the program begins, students follow a schedule they created to ensure each individual has the chance to experience all

jobs associated with the production. When the airing concludes, the students return all equipment to its proper place.

To be perfectly frank, I thought the novelty of this project would eventually diminish. Instead it has exploded! I smile each day as students anxiously await my arrival to begin the daily routine described above. I am constantly amazed at the students' abilities to develop unique ways to present the news, and they are now even able to troubleshoot minor technical issues – without my assistance! We are now in the process of learning how to use two cameras during the production so we can incorporate a new set for the daily weather report. The eventual use of a green screen is in the works too.

In order to reward the students for their efforts and dedication, I have organized a field trip to WTAJ, a local TV station, to observe the production of the noon news program. While there, the students will also have the opportunity to tour the studio and meet the individuals responsible for reporting the news. Students will be wearing their newly designed “Tech Kids” t-shirts.

Like I previously mentioned, working with this group of students has been one of the highlights of my career. I am thrilled that I have been able to give them the opportunity to participate in an activity that is both fun and worthwhile!

Task 8: Windows Server Updates Services (WSUS) Server

Completing this particular task allowed me to learn about managing weekly updates on WSUS Server. As part of the process, I was also responsible for restarting the machines in the high school and middle schools computer labs to ensure all updates were installed correctly.

Besides the networking class I completed during my instructional technology certification

program, I had limited working knowledge in regards to updating this type of server. At first I was intimidated by the notion of managing such a task, but after learning the steps in the process, I found that fulfilling this requirement was tedious as opposed to difficult.

Task 9: Printer Maintenance

While teaching courses in the computer labs, it was my responsibility to ensure all printers were functioning properly. I learned to perform general maintenance on the printers including making sure the paper trays were full, removing misfeeds and troubleshooting other minor issues. In addition, I was taught how to change ink cartridges and how to manage the HP Web Jetadmin Printing Management Tool – a program utilized to identify problem areas and locate software and/or firmware updates. I also helped teachers to install necessary drivers on their laptops.

Completing this task afforded me the opportunity to learn more about the district's Print Server and management tools – knowledge I did not have prior to this experience. As previously mentioned, even though some technical aspects of this job appeared to be daunting, once I learned to perform the duties, they essentially became mundane.

Task 10: Budgeting

Because I am the Middle School English Department Chairperson, I have familiarity with the budgeting process; however, I have never worked on preparing district-wide plans dealing with technology. In order to learn more about these procedures, I spent time with the technology coordinator discussing the 2012-13 financial constraints in comparison to the district's needs. After determining what equipment was the most necessary (laptop replacement in the middle

school), I began to research information related to the selected model – specifications and retail pricing versus costs on the PEPPM Product Line, a web site used by school districts to find discount vendor contracts for educational purchases. After gathering these materials, I created a report containing a rationale for the purchase of new laptops, what would be done with the used equipment, and costs associated with the replacement plan.

Even though I created a sample budget for a new computer classroom using similar resources during a previous class, developing a budget based on actual facts, figures and limitations was much more realistic. However, having this prior knowledge definitely provided me with a working knowledge necessary to assist the technology coordinator with creating a partial budget for the next school year.

Miscellaneous Tasks:

In order to fulfill the requirements described by the Pennsylvania Department of Education for Instructional Technology Specialist in K-12, I completed a number of tasks not listed on my Internship Proposal. Some of these duties included meeting regularly and/or corresponding via email with Bellwood-Antis School District Administration, Bellwood-Antis Middle School Supervisor, Technology Coordinator Pennsylvania Institute for Instructional Coaching Mentor, and DeSales University CE599 Internship Supervisor and Mentor, attending Pennsylvania Institute for Instructional Coaching (PIIC) monthly workshops, and writing a portion of the Water Resources Education Network (WREN) Grant in order to obtain monies to fund QR Code signage and iPod technology for the new middle school outdoor classroom. I also managed the Bellwood-Antis School District Discovery Education Account, conducted Discovery Education Professional Development and/or shared Discovery Education resources

with teachers to maintain my Star Educator status. Technically speaking, I assisted with troubleshooting Internet filtering issues for teachers and students and helped the technology department set up equipment for assembly programs in the middle school/high school auditorium and/or presentations in the elementary all-purpose room. Besides learning how to operate the Classroom Diagnostic Testing online assessment tool in order to proctor testing for Grade 11 students, I attended meetings and presentations with various vendors to help the technology coordinator select a new student management system for the district. I collaborated with colleagues in my field by sharing, requesting and/or obtaining information from other instructional technology coaches via the Classrooms for the Future (CFF) listserv and remained current with emerging technologies and trends by subscribing to and reading a number of technology-related publications and blogs.

As a result of completing the said tasks, I have compiled evidence documenting the competencies described by the Pennsylvania Department of Education for Instructional Technology Specialist in K-12 in the form of a digital portfolio located at <http://desalesce599.wikispaces.com>. Please refer to this web site for a list of requirements associated with each individual task.

Although overwhelming at times, the Instructional Technology Specialist Internship and corresponding coursework helped to prepare me for future employment in a technology-based setting. I am looking forward to utilizing the skills and knowledge I have acquired to continue promoting the use of technology to provide a relevant, engaging, 21st Century education for our youth.

JAMIE L. FORSHEY
Student's Printed Name

Jamie L. Forshey
Signature

12/7/11
Date

BELLWOOD-MONTGOMERY SCHOOL DIST.
School in which internship will take place

BELLWOOD-MONTGOMERY SCHOOL DIST.
School District

MICHAEL W. LINGENFELTER
School District Internship Supervisor

Michael W. Lingenfelter
Signature

12-7-11
Date

TECHNOLOGY COORDINATOR
Title of School District Internship Supervisor

Brenda Calhoun
DeSales University Internship Supervisor

Brenda Calhoun
Signature

12-7-11
Date